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ABSTRACT

The standards described in this document cover the critical aspects of business teacher education at the collegiate level. The standards are organized into two parts. Part 1, which deals with basic programs ordinarily leading to initial teacher preparation and a baccalaureate degree, outlines standards pertaining to the following aspects of business teacher education: governance, purpose, general studies, foundational and specialized business studies, professional studies, administrative policies and practices, research, faculty, admission to business teacher education, retention of students, counseling and advising, library, institutional facilities, community resources and facilities, cooperation with local school districts, evaluation and program development, and long-range planning. Part 2 outlines standards for advanced degree programs beyond the baccalaureate level. The following areas are addressed: governance, purpose, content, student participation in evaluation and development, individualization of programs of study, quality control, residence requirements, graduate assistanceships and fellowships, composition of faculty, faculty load and responsibility, faculty development, long-range planning, admission and retention, supervision of student programs, library, institutional facilities, research and development, and evaluation. A lead-in statement or rationale is provided for each standard, and questions designed to obtain evidence in support of the standard are provided. (MN)

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STANDARDS FOR BUSINESS TEACHER EDUCATION

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INTRODUCTION

The National Association for Business Teacher Education (NABTE) is a learned professional society dedicated to the improvement and advancement of business teacher education. NABTE is the official teacher education institutional division of the National Business Education Association (NBEA).

In order to maintain, improve, and/or advance business teacher education, NABTE has developed, consistently refined, and published Standards for Business Teacher Education since 1947. This edition represents a revision of the 1982 NABTE Standards and incorporates the latest standards of the National Council for Accreditation of Teacher Education (NCATE), National Association of State Directors of Teacher Education and Certification (NASDTEC), and the American Assembly of Collegiate Schools of Business (AACSB).

For the purposes of this document, a standard is defined as "something established as a...basis of comparison in measuring or judging...quality." (Webster's Deluxe Unabridged Dictionary, Second Edition, Simon and Schuster, 1983). Although these standards represent that which is most appropriate for high quality business teacher education programs, it is understood that local rules, regulations, and policies may prohibit some programs from meeting all the standards.

Recognizing the structure of business teacher education at the collegiate level, the NABTE Standards are presented in two parts:

1. Standards for basic programs which ordinarily lead to initial teacher preparation and a baccalaureate degree.
2. Standards for advanced degree programs beyond the baccalaureate level.

The NABTE Standards are organized to cover the critical aspects of business teacher education. For each standard, a lead-in statement or rationale is provided, the standard is presented, and requests are made to obtain evidence in support of the standard. These standards are useful for conducting a comprehensive program evaluation leading to the improvement and enhancement of business teacher education.

---The 1988 NABTE Standards Committee

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STANDARDS
FOR
BUSINESS TEACHER EDUCATION

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NABTE STANDARDS
BASIC PROGRAMS

1. Governance

The administrative structure of an institution with a business teacher education program should provide an overall administrative unit governing all teacher education in the institution. Business teacher education is subject to the same policies, regulations, and provisions as are all areas of teacher education.

Practice may vary from institution to institution as to whether or not business teacher education students pursue a degree program of study through the institution's school/college of business, through the institution's school/college of professional education, or some other school/college. Of significance are the practices of cooperation between the institution's schools/colleges of business and professional education in the educational preparation of preservice business teachers.

Standard No. 1
Primary responsibility for the design, approval, and continuous evaluation of instructional programs in teacher education is with an officially designated body or unit within the institution. The faculty and administrative head of the business teacher education program have the opportunity to submit to the all-institutional administrative unit proposals for changes, modification, and innovations for the improvement and advancement of business teacher education.

What evidence indicates that:

1.1 members of the administrative unit are concerned with the design and evaluation of the business teacher education program?

1.2 goals and objectives of the business teacher education program are congruent with the broad goals and objectives of the academic unit (school, college, or department) to which it is attached? Are the goals of business teacher education ordinarily acceptable to the faculty and administrative officers of the academic unit of which it is a part?

1.3 the business teacher education unit is able to seek and gain approval for curriculum, courses, and credits essential to the development of prospective business teachers?

1.4 there is administrative support in such matters as faculty recruitment and approval, faculty salaries and promotion, allocation of research and assistantship funds, educational laboratories, clinical teaching facilities, equipment, and libraries comparable to that for other programs in the college or university?

1.5 administrators encourage faculty development, experimental projects, and research in business education?

2. **Purpose**

Undergraduate business teacher education programs should have clear program purposes, a well-designed curriculum and staffing and equipment to carry out those purposes and the curriculum. Competencies taught should be clearly stated, and a method should be developed to measure the competencies.

Standard No. 2
Programs of undergraduate study in business education are designed to prepare graduates as public school business teachers (including elementary, middle, junior high, high, and postsecondary schools), teachers/trainers in business and industry, and other business and industry personnel in which applicants are required to have business/teaching backgrounds.

What evidence indicates that:

2.1 graduates have the necessary competencies for which they are being prepared?

2.2 graduates are securing jobs in the areas for which they are being prepared?

3. **General Studies**

Teachers need a sound general education. Essential learnings include basic knowledge and competencies in oral and written communications, awareness of the contributions of all segments of our society, and an understanding of the nature of human behavior. From general education emerges perspectives that are basic to a teacher's ability to make decisions, to develop as an educated person, and to contribute to the personal growth of students and to the improvement of the profession.

Standard No. 3
General studies comprise approximately one-third of the baccalaureate degree program. These studies include such areas as symbolics of information (linguistics, languages, communication skills, mathematics, logic, and information theory); social, natural and behavioral sciences; and humanities.

What evidence indicates that:

3.1 components of the program for preservice business teachers provide for general studies identified in the standard?

3.2 students are proficient in written communications, oral communications, and mathematics?

4. Foundational and Specialized Business Studies

Business teachers must have a foundation of business studies and a specialization which includes specific abilities and skills needed to succeed in business occupations. Foundational studies are essential to develop: (a) an understanding of principles, practices, and procedures of business and economic concepts; (b) a foundation for effective performance in all aspects of business including office, marketing, service occupations, and business entrepreneurship; and (c) a subject-matter base for effective teaching of all business subjects.

Specialized business studies include all preparatory education which has as its major objective the development of specific abilities, knowledge, and skills needed to perform satisfactorily in business occupations. Preservice teachers who are preparing to teach business subjects must attain proficiency in the occupational area(s) in which they are seeking certification. Prospective business teachers must be able to counsel students wisely and to provide them with information about careers in business.

Standard No. 4
Foundational and specialized business studies comprise approximately one-half of the baccalaureate degree program.

What evidence indicates that:

4.1 preservice business teachers are as well prepared in business foundations as other business majors?

4.2 the instructional program in business teacher education includes the areas of business and economic information that are essential for all citizens?

4.3 preservice business teachers have acquired an understanding of the basic principles of economics as applied to the American economic system?

4.4 components of the instructional program provide preservice business teachers with an awareness of their roles as intelligent consumers of economic goods and services?

4.5 preservice business teachers understand the relationships between responsible democratic government and private enterprise?

4.6 preservice business teachers are competent in business communications?

4.7 preservice business teachers possess an understanding of computer and information systems?

4.8 preservice business teachers can perform the duties of the positions in business for which they will prepare students and have on-the-job experience in at least one related position?

5. Professional Studies

Professional studies include courses such as history and philosophy of education, teaching-learning theory, and a practicum that includes student teaching. After the preservice business teacher achieves competence in general education, content to be taught, content for background and enrichment of teaching, and teaching-learning theory, a student teaching experience must be provided. Student teaching provides the opportunity for the preservice business teacher to assume responsiblity for the full range of teaching duties in a real school situation under the supervision of qualified personnel from both the college/university and the cooperating school. A full semester or quarter of student teaching is recommended. Policies and procedures must be developed to promote professional studies.

Standard No. 5
Professional studies comprise approximately one-sixth of the baccalaureate degree program. these studies include educational foundation studies, teaching-learning theory, and field experiences.

What evidence exists that:

5.1 the preparation of preservice business teachers includes educational foundations?

5.2 preservice business teachers can apply teaching-learning theory satisfactorily?

5.3 experiences preceding, during, and following student teaching include identifying strengths, recognizing areas needing improvement, and developing teaching competence?

5.4 prerequisites for admission to student teaching for preservice business teachers are established and applied?

5.5 prior to student teaching, preservice business teachers observe and participate in meaningful teaching-learning activities relevant to their professional objectives?

5.6 laboratory and clinical experiences are correlated with teaching-learning theory and supervised by qualified resource persons and/or specialists in business teacher education?

5.7 preservice business teachers participate in the full range of teaching activities, assuming substantial responsibility for an extended period of time in those areas of specialization in which they wish to be certified?

5.8 the objectives of the field experiences for preservice business teachers are defined, under continuous study and review, and appropriately implemented?

5.9 the findings of research and developmental programs are considered in the planning of the field experiences?

5.10 field experience performance of preservice business teachers is sytematically observed, recorded, and described?

5.11 preservice business teachers are knowledgeable about career education?

5.12 preservice business teachers are knowledgeable about governmental regulations, especially federal regulations affecting education?

5.13 preservice business teachers are knowledgeable about teaching students with special needs?

5.14 preservice business teachers have developed an awareness of sex-equity requirements?

5.15 preservice business teachers have developed an awareness of the value of professional organizations and student organizations in the teaching-learning process?

5.16 preservice business teachers have developed an awareness of the value of cooperative work experience in the teaching-learning process?

5.17 preservice business teachers have developed an awareness of the needs of adult learners?

6. Administrative Policies and Practices

Administrative policies and practices pertaining to courses, credits, standards, admission to college/university, admission to teacher education, acceptance to teacher candidacy, and other factors affect the quality of business teacher education. Such policies should be carefully considered and reviewed by representatives of administration, faculty, and students.

Standard No. 6
Institutional and departmental policies and procedures foster quality and provide sufficient flexibility to encourage experimentation and innovation and thus promote and improve the business teacher education program.

What evidence indicates that:

6.1 various content components of the program of instruction such as general studies, foundational business studies, specialized business studies, and professional education studies meet established ratios or practices?

6.2 integral parts of the instructional program for business teacher education constitute a coordinated learning experience?

6.3 there is an active advisory council for business teacher education?

6.4 systems of articulation exist between two- and four-year colleges to facilitate smooth and equitable transitions for those seeking to enter business teacher education?

7. Research

Preservice business teachers are involved indirectly in using research results relating primarily to learning and instruction. Since designing and conducting research requires greater expertise than preservice teachers generally acquire, such research is normally deferred until the graduate program. Preservice business education teachers should be made aware of the basic nature of educational research; become knowledgeable regarding the major, current research undertakings both in the broad spectrum of education and business education; and learn how to interpret and apply the results of research within the field of business education.

Standard No. 7
Preservice business teachers apply the results of educational research, develop concepts of research, and interpret professional literature which addresses research and development.

What evidence indicates that:

7.1 preservice business teachers learn how to apply the results of educational research in general and of business education research in particular?

7.2 opportunities are provided for preservice business teachers to become aware of current developments and needs in business and education and to understand the impact of these developments?

8. Faculty

The size and preparation of the business teacher education faculty are crucial factors in the quality of the instructional program offered. Emphasis is placed on formal preparation, scholarly activity, and specialized competence of the faculty. The institution must plan for the efficient use of faculty competence, time, and energy. Adjustments are made in teaching loads when nonteaching duties are assigned. Time is allotted to permit faculty members to plan for assigned teaching and nonteaching duties and activites. Time is available for business education faculty to pursue interests leading to scholarly development.

Two kinds of situations seem to justify the employment of faculty on a part-time basis: the need of the institution for a special competence not represented on the full-time staff and the need for additional service in areas of competence already represented on the full-time staff. Provisions are made to ensure that faculty remain current and up to date in the subject matter they teach.

Standard No. 8
Business teacher education faculty are competent in general content and professional areas and in their particular areas of specialization. They are assigned to teach only in areas for which they are adequately PREPARED.

What evidence indicates that:

8.1 business teacher education faculty are qualified to teach in the specified areas of professional studies?

8.2 faculty members have adequate specialized preparation for the specific professional courses they teach?

8.3 teaching assignments of faculty members are appropriate for their fields of advanced preparation and scholarly competence?

8.4 only under appropriate conditions and for valid reasons are business teacher educators assigned to teach content and professional education courses outside their fields of scholarly competence?

8.5 teaching assignments for faculty are based on their previous teaching experience?

8.6 there is a plan for equating teaching and nonteaching activities of faculty into an index of faculty load?

8.7 there is a procedure and rationale for assigning professional load (all services rendered) for each faculty member?

8.8 faculty members are actively engaged in professional and scholarly activities beyond their assigned duties?

8.9 business teacher education faculty participate in sabbatical leaves, summers free from teaching, free time for research, or other in-service, non-teaching activities resulting in professional growth and scholarly development?

8.10 part-time faculty members are familiar with the basic purposes of the business teacher education program?

8.11 in the business education program at least 75% of the business education faculty is full-time and at least 80% possess the appropriate terminal degree?

8.12 business teacher educators are actively involved in activities associated with secondary schools, postsecondary schools, and business firms?

8.13 association and involvement with schools and businesses are reflected in the instructional program?

8.14 business teacher educators are actively participating in professional organizations and conferences?

9. Admission to Business Teacher Education

The primary objective of colleges and universities offering curricula for preservice business teacher education is to produce graduates who have met certification requirements.

Standard No. 9
Preservice business teachers who are admitted to a program for business teacher education meet specific published institutional requirements for participation in that program.

What evidence indicates that:

9.1 admissions criteria are published and available to students?

9.2 a screening system exists to review selection and retention of students in the business teacher education program?

9.3 business education faculty are involved in the selection and retention process?

9.4 a systematic method is implemented regarding (a) acceptance of transfer credits and (b) advanced placement?

9.5 systematic procedures exist for evaluating transfer credit?

9.6 competency tests are available when necessary for determining advanced placement and/or competency?

10. Retention of Students

It is the responsibility of business teacher educators to conduct continuous evaluations of all preservice business teachers, to guide them in developing the competencies designated for graduation from the program, and to determine who should be retained and who should be counseled out of the program.

Standard No. 10
Business teacher educators apply clearly stated criteria for the retention of preservice business teachers in the program. Such criteria are reviewed periodically and revised as data on the performance of graduates suggest.

What evidence indicates that:

10.1 objective criteria are used to monitor and evaluate each preservice teacher's total academic and professional development?

10.2 performance criteria are used to evaluate preservice business teachers during their field experiences (prestudent teaching and student teaching)?

10.3 checkpoints in the evaluative process have been established?

10.4 a process is in place for an interdisciplinary committee to review the academic and professional development of preservice business teachers?

11. **Counseling and Advising**

Counseling and advising services should provide specialized information about business teaching, business occupations, and assistance in the areas of health, speech, hearing, and personal development?

Standard No. 11
The institution offers continuous counseling and advising services for preservice business teachers in the specialized areas of health, speech, hearing, and personal development from orientation to teaching through placement in the initial teaching position.

What evidence indicates that:

11.1 counseling and advising services in the areas of health, speech, hearing, and personal development exist?

11.2 these counseling services are used by preservice business teachers?

11.3 students who are serious cases of maladjustment are identified and counseled out of the preservice business teaching program?

11.4 cumulative records are maintained for preservice business teachers in the areas of health, speech, hearing, and personal development?

11.5 cumulative records are kept with confidentiality and privacy?

12. **Library**

Library resources must be adequate and be readily available for regular use by preservice business teachers and faculty.

Standard No. 12
The library quantitatively and qualitatively supports the instruction, research, and learning activities of preservice business teachers and faculty.

What evidence indicates that:

12.1 the library collection includes standard and contemporary holdings in general education, vocational education, business teacher education, and business?

12.2 an implemented plan exists for library acquisition and regular review of books, periodicals, and other materials for business teacher education?

12.3 preservice business teachers and faculty regularly use library holdings?

13. **Institutional Facilities**

The business teacher education program relies heavily on a wide range of on-campus resources to support instruction and research. The adequacy of the physical facilities, equipment, and resources is reflected in the business teacher education programs.

Standard No. 13
The institution provides physical facilities, equipment, and other resources essential to instructional and research activities of business teacher education programs.

What evidence indicates that:

13.1 business teacher educators and preservice business teachers have adequate office and instructional space essential to carry out their responsibilites?

13.2 a wide variety of instructional media are available for use by business education preservice teachers?

13.3 essential clerical and/or secretarial support is available to business teacher educators?

13.4 essential laboratory space and equipment are provided for the content areas?

13.5 the institution honors requests from business teacher educators for improving facilities, equipment, and/or resources?

13.6 the university or college provides video recording equipment and services to be used by the preservice business teachers for recording demonstrations of teaching processes?

13.7 the institution provides computer facilities, software, and services for use by preservice business teachers and faculty?

13.8 preservice business teachers are taught to use instructional equipment?

13.9 the institution provides state-of-the-art equipment, that is representative of that used in education and business, for use by preservice business teachers and faculty?

14. **Community Resources and Facilities**

Business teacher educators interact on a continuing basis with representatives of the business community to seek input for the program and to utilize business offices as laboratories in which preservice business teachers demonstrate and expand their occupational competence.

Standard No. 14
Community resources are available to support business teacher education programs.

What evidence indicates that:

14.1 a study has been made of potential community resources and how these resouces may be used to support business teacher education programs?

14.2 community resources supplement the institution's resources for business teacher education programs?

14.3 advisory committees composed of representatives of business and inservice business teachers provide input for business teacher education programs?

14.4 the preservice business teacher education program includes internships in business?

14.5 business teacher educators serve as consultants to business firms?

15. Cooperation with Local School Districts

Realistic learning environments, involving the cooperation of local school districts, are essential in carrying out the objectives of an effective business teacher education program.

Standard No. 15
Business teacher educators work cooperatively with local school districts in establishing field experience laboratories for preservice business teachers.

What evidence indicates that:

15.1 local schools are used to provide realistic teaching situations for preservice business teachers?

15.2 the institution and/or the business teacher education programs have and adhere to written policies regarding the placement of preservice teachers in field experience laboratories?

15.3 a business teacher education advisory committee provides input relative to student field experiences, as well as to other aspects of preservice teacher education?

15.4 preservice business teachers are involved in field experiences prior to student teaching?

15.5 business teacher educators have identified and followed criteria for the selection of cooperating teachers?

15.6 business teacher educators or the institution publishes and distributes guidelines for student teachers, cooperating teachers, and supervisory personnel, explaining the responsibilities of each party, the basic requirements, and the criteria by which each preservice business teacher's performance is judged?

16. Evaluation and Program Development

Results of evaluations should be used to modify and improve business teacher education programs.

Standard No. 16
Business teacher education programs use data from evaluation of its programs, students, and graduates as the basis for modifying and improving current programs for preservice business teachers.

What evidence indicates that:

16.1 the stated objectives for business teacher education are used in determining the evaluation criteria?

16.2 there is a systematic approach to collecting data?

16.3 data used for development and improvement are collected from administrators, supervisors, employers, students, and graduates?

16.4 advisory committees participate in the evaluative process?

16.5 preservice teacher educators incorporate the findings of evaluations in revisions of curriculum and instruction?

16.6 evaluation results have been used to design experiences to improve the business teacher education faculty and cooperating teachers?

16.7 program improvement has taken place as a result of data emerging from evaluation of its graduates?

17. Long-Range Planning

Effective long-range planning to meet the current and anticipated needs of students incorporates (1) measurable objectives which stem from a sound philosophy of business teacher education, (2) goals that reflect the mission of the institution, (3) curricula designed to attain the goals and objectives, (4) evaluative procedures, and (5) administrative policies.

Standard No. 17
Business teacher education programs, as well as the institution at large, have long-range plans for meeting current and anticipated needs of students through program development and improvement.

What evidence indicates that:

17.1 long-range planning for business teacher education takes place on a regular basis?

17.2 specific changes, additions, and innovations are projected for business teacher education?

17.3 research findings reflected in Standard 15 and from other sources in business teacher education are incorporated in long-range plans?

17.4 long-range plans for business teacher education are an integral part of the institution's overall long-range plan?

17.5 an assessment of future business and educational goals and practices are incorporated in long-range planning?

17.6 there have been innovations in business teacher education as a result of long-range planning?

NABTE STANDARDS
ADVANCED PROGRAMS

G-1 Governance

The administrative structure for graduate business teacher education should involve the active participation of the program head and the business teacher education faculty in all phases of the programs.

Standard No. G-1
The primary responsibility for the initiation, development, and implementation of graduate programs in business teacher education lies with the administrative head and faculty of the department or unit for graduate business teacher education.

What evidence indicates that:

G-1.1 the business teacher education faculty, through administrative structures such as councils and committees, participate in the development and revision of statements of philosophy for business teacher education and initiate and develop all programs in business teacher education which lead to degrees and certificates?

G-1.2 the business teacher education faculty have appropriate content expertise and teaching experiences?

G-1.3 the business teacher education faculty have continuous exposure and experience with teachers and administrators through supervision of student teaching and field experiences?

G-2. Purpose

A graduate program should prepare qualified professional business teacher education personnel for secondary schools, two- and four-year colleges and universities, employment training programs, and other types of postsecondary institutions.

Standard No. G-2
The programs of graduate study in business education are designed to prepare professional personnel for competency in teaching, curriculum development, evaluation, and supervision of business curricula.

What evidence indicates that:

G-2.1 jobs and job competencies for which preparation is being given have been identified?

G-2.2 degree programs offered have a direct relationship to the identified jobs and job competencies?

G-3 Content

Programs should consist of a common core of knowledge shared by all professionals and of specialized content to serve individualized objectives. It is important that graduate students engage in the advanced study of business subjects, and that this advanced study be built on a sound foundation of adequate undergraduate study.

Standard No. G-3
The content of graduate programs in business education should reflect the dual purposes of the degree. these dual purposes are: (1) the advanced preparation of teachers in topics pertaining to the teaching of business subjects, and (2) the advanced preparation of teachers in the content to be taught.

What evidence indicates that:

G-3.1 the graduate program reflects in its requirements, options, and electives the importance of advanced study in business?

G-3.2 the graduate business teacher education program requires the completion of an undergraduate foundation in business content?

G-3.3 there is a rationale for having, or not having, a core of business education, education, and content courses for all graduate programs in business education?

G-3.4 a record system is maintained to insure that the candidates for degrees in each program have completed the prescribed required, optional, and elective courses?

G-3.5 evaluation of effectiveness of instruction in business education, education, and business content courses takes place for each graduate program?

G-3.6 courses in each graduate business education program are sequenced for achieving the program's intermediate and end objectives?

G-3.7 the graduate business education program includes appropriate opportunities for direct and/or simulated experiences such as practicums, teaching assistantships, internships, and related work experiences?

G-3.8 graduate business education students are required to demonstrate competency in designing and conducting research and in evaluating and applying research findings?

G-3.9 the graduate business teacher education program reflects the curriculum described in the NBEA Business Teacher Education Curriculum Guide?

G-4 **Student Participation in Evaluation and Development**

Graduate students in business teacher education possess insight and experiences that can be valuable for program evaluation and development.

Standard No. G-4
Graduate programs of business teacher education provide forums for graduate students to express their views, participate in discussions, and submit proposals pertaining to program structure, content, and operation.

What evidence indicates that:

G-4.1 graduate students have clear channels and frequent opportunities to express their views with the assurance that their proposals will be considered?

G-4.2 program development has taken place as a result of graduate student input?

G-5 **Individualization of Programs of Study**

Due to the diversity of undergraduate preparation, business and educational experience, present position, and plans for the future, graduate business teacher education programs should permit a high degree of flexibility in the courses a graduate student should complete.

Standard No. G-5
Graduate programs of study in business teacher education are flexible enough to meet individual professional interests and needs, and are sufficiently structured to include requisites that are essential for all professional education.

What evidence indicates that:

G-5.1 procedures are used by graduate business teacher education advisors to ascertain the professional needs and interests of each student?

G-5.2 programs of study for graduate business teacher education students have been designed to meet individual needs and interests?

G-6 **Quality Control**

Graduate business teacher education requires clear policies relative to enrollment in graduate courses and experiences resulting in graduate credit.

Standard No. G-6
Graduate programs in business teacher education require a level of study and performance beyond that required for a beginning professional.

What evidence indicates that:

G-6.1 credit earned for study which is remedial or designed to remove deficiencies is not awarded graduate credit or applied to advanced degrees?

G-6.2 at least two-thirds of the requirements of curricula leading to a master's degree and to a sixth-year certificate or degree are met by courses, seminars, and other learning experiences offered only to graduate students?

G-6.3 at least three-fourths of the requirements of curricula leading to a doctorate are met by courses, seminars, and other learning experiences offered only to graduate students?

G-6.4 prerequisite deficiencies are corrected before formal admission to advanced programs?

G-6.5 records are kept to assure that the above criteria are met?

G-7 Resident Requirements

A professional climate that stimulates research and scholarly activity through full-time study and close association with students and faculty should be encouraged.

Standard No. G-7
Full-time study in graduate business teacher education that includes a residence requirement encourages close association with students and faculty thereby stimulating research and scholarly effort.

What evidence indicates that:

G-7.1 at least one-year, full-time, continuous residence study is required of doctoral business teacher education students?

G-7.2 a specified shorter period of residence study is required for master's and specialist's degree business teacher education students?

G-8 Graduate Assistantships and Fellowships

Assistantships and fellowships provide unique learning experiences for graduate business teacher education students through which interests and knowledges can be expanded.

Standard No. G-8
Assistantships and fellowships enhance the overall graduate business teacher education student's program of study.

What evidence indicates that:

G-8.1 graduate business teacher education students have opportunities for obtaining assistantships and fellowships?

G-8.2 the educational institution offers assistantships and fellowships to graduate business teacher education students?

G-8.3 records are kept that document student participation in assistantships and fellowships?

G-9 **Composition of Faculty**

The quality of the graduate faculty in business teacher education is a major determinant of the quality of the advanced programs.

Standard No. G-9
There are sufficient faculty members in graduate programs in business teacher education who hold doctorates with broad preparation in business, and business teacher education.

What evidence indicates that:

G-9.1 graduate faculty members hold doctorates which involve major preparation in business teacher education, business, and other cognate areas?

G-9.2 the academic preparation of each faculty member in business teacher education is appropriate as to graduate degrees held, major and minor areas of study, and institutions of higher education awarding the advanced degrees?

G-9.3 each graduate faculty member contributes to scholarly publication and research?

G-9.4 the scholarly activities of each graduate faculty member support their areas of specialization?

G-9.5 graduate faculty members who do not hold doctorates have demonstrated strong scholarly competence in business teacher education as evidenced through professional writings, research, and instruction for which they have been professionally and significantly recognized?

G-9.6 the masters program in business teacher education is staffed by not fewer than two and the doctorate program by not fewer than three full-time, fully qualified faculty members?

G-9.7 part-time and visiting faculty in business teacher education meet minimum requirements for appointment to the full-time faculty, and are assigned to teaching graduate courses on the basis of their competencies as evidenced by experience, educational preparation, and scholarly achievements?

G-10 **Faculty Load and Responsibility**

Reasonable and equitable policy for faculty teaching load and other graduate assignments promotes quality programs and faculty performance.

Standard No. G-10
Graduate faculty should not possess a semester teaching load in excess of nine semester hours, have no more than three different preparations, nor teach in more than two fields. Downward adjustment of the teaching load should be made with assignment of graduate instruction, thesis, dissertation and research supervision, graduate advisement, or other major research responsibilities. The teaching, research, and administrative loads of the faculty should be based on the entire academic year.

What evidence indicates that:

G-10.1 a reasonable and equitable policy is in operation for determining faculty load that includes all professional duties and activities?

G-10.2 the teaching load is reduced to account for approved extra-load assignments?

G-11 **Faculty Development**

Provision for faculty development encourages effective instruction and the improvement of faculty quality.

Standard No. G-11
The institution provides conditions and support services essential to maintain and improve the quality and performance of its business teacher education faculty.

What evidence indicates that:

G-11.1 time is provided for the faculty to write for publication, conduct research, apply the results of research, and for experimentation and curriculum development?

G-11.2 financial support is provided for advanced course work, sabbaticals, leaves with/without pay, travel, internships, and fellowships, equipment and facilities, material, or technical and clerical assistance?

G-12 **Long-Range Planning**

Long-range program plans for business teacher education are essential and should be congruent with the long-range plans of the school and institution in which the programs are housed.

Standard No. G-12
The department responsible for business teacher education continuously plans for the long-range development of its graduate programs and these plans are articulated with those of the school and institution of which it is a part.

What evidence indicates that:

G-12.1 graduate faculty in business teacher education participate regularly in the formulation and review of long-range plans for the graduate programs?

G-12.2 formulated changes are articulated with the long-range plans for the school and for the university?

G-12.3 formulated plans are supported by data collected from needs assessments studies, surveys, or other informational sources?

G-13 Admission and Retention

Students admitted to graduate programs in business teacher education should have bachelor degrees from accredited schools and possess appropriate professional traits for successful progress. Admission quality should be determined by grade-point average, admission test scores, and faculty interview.

Once students are admitted, they should be retained only if they meet minimum criteria for retention as set forth by the college or university.

Standard No. G-13
Generally students should be admitted to graduate school only if they have at least a "B" average in their undergraduate work, attain an acceptable score on a standard graduate admission test and be interviewed by appropriate faculty. Students should be retained only if they maintain an overall "B" average and provide evidence of professionalism.

What evidence indicates that:

G-13.1 students admitted to the business education program meet all criteria for admission to the university graduate program?

G-13.2 admission criteria are published and available?

G-13.3 there is a periodic review of student progress in the program?

G-13.4 students are involved in professional development through professional organizations, research, and/or writing?

G-13.5 students who do not maintain program requirements are removed from the program?

G-13.6 established time limits are met for completion of graduate programs?

G-13.7 appropriate faculty are involved in the admission and retention process?

G-14 **Supervision of Student Programs**

A portion of each graduate business teacher education program should be planned and supervised according to each candidate's individual interests, aptitudes, and abilities.

Standard No. G-14
The program of study for each student in the graduate business teacher education program is jointly planned by the student and a member of the faculty; the program of study for each doctoral candidate is approved by a faculty committee; the sponsorship of each thesis, dissertation, or field study is the responsibility of a member of the business teacher education faculty with specialization in the area of the thesis, dissertation, or field study.

What evidence indicates that:

g-14.1 each graduate student's program of study is jointly planned by the student and an official faculty advisor?

G-14.2 applications of students seeking approval as candidates for advanced graduate degrees are considered and acted upon by a committee of the graduate faculty on which business teacher education professors are represented?

G-14.3 evaluations of completed theses and dissertations are periodically sought from other institutions?

G-15 **Library**

Independent study and research, which characterize graduate studies, place heavy demands on the size and quality of the library collection and require services and resources substantially larger than those required for the undergraduate studies.

Standard No. G-15
Learning resources are provided that quantitatively and qualitatively support instruction, independent study, and research for each graduate program in business teacher education.

What evidence indicates that:

G-15.1 standard, contemporary holdings--books, microfilms, microfiche copies, periodicals--which support the graduate programs in business teacher education are included in the library collection?

G-15.2 substantial numbers of research studies exemplifying quality research in business teacher education and related content are accessible and used by graduate students?

G-15.3 there is a continuing plan for adequate expenditures for library resources for graduate programs in business teacher education?

G-15.4 there is a continuing plan for acquisition of appropriate resources and evaluation of existing resources?

G-16 **Institutional Facilities**

Graduate programs in business teacher education must possess adequate clinical, practicum, and laboratory facilities that will support instructional research and development activities.

Standard No. G-16
Adequate physical facilities for the instructional, research, and developmental activities are available and used by graduate business teacher education students and faculty.

What evidence indicates that:

G-16.1 business teacher education faculty and graduate students have access to and use specialized equipment (open- and closed-circuit TV, video recorders, and computers)?

G-16.2 business teacher education graduate students have access to and use specialized laboratories for micro and clinical teaching, developing teaching aids, and experimentation?

G-16.3 there is adequate, available space (general purpose classrooms, and individual and group study areas) to accommodate students in the graduate business teacher education program?

G-16.4 computer service is available to graduate students and faculty for research?

G-16.5 faculty members have adequate private offices so that confidential conferences with students, faculty members, and visitors can be held and creative work can be performed without interruption?

G-16.6 faculty offices and clerical work stations are provided with sufficient space and necessary equipment?

G-16.7 faculty offices are located so that students have easy access to faculty?

G-16.8 provisions are made for supplying and reproducing instructional materials (such as transparencies, film, printed materials, filmstrips, audiotapes, and videotapes)?

G-16.9 adequate technological assistance is provided as needed?

G-16.10 the institution considers the recommendations of faculty members for improving technological assistance as needed?

G-17 Research and Development

Graduate programs require research endeavors in which graduate students learn to systematically study, analyze and solve professional problems in a scientific manner. Quality instruction in research depends upon the research interests and abilities of the faculty. An institution must provide time and financial support for the faculty to engage in productive research activities.

Standard No. G-17
Financial assistance and support services for research and development activities are available and allocated to graduate business teacher education faculty.

What evidence indicates that:

G-17.1 an appropriate portion of institutional funds is allocated to graduate business teacher education faculty for research?

G-17.2 research funds for business teacher education are available from outside sources?

G-17.3 released time is provided to graduate faculty for the designing and conducting of research and development projects?

G-17.4 expert professional level assistance for planning and designing research and development projects, and for writing funded proposals is available to graduate business teacher education faculty?

G-17.5 the institution encourages and finances graduate business teacher education faculty attendance and participation in state, regional, and national research conferences?

G-18 Evaluation

Program evaluation includes ongoing evaluation of students, faculty, and graduates. This evaluation should be done periodically and systematically.

Standard G-18
There is a systematic and ongoing program evaluation including evaluation of students, faculty, and graduates.

What evidence indicates that:

G-18.1 faculty have in place and use a plan to evaluate systematically the professional performance and competency of the graduate, and that the information is used to make changes in the program?

G-18.2 faculty are regularly evaluated by students and other faculty?

G-18.3 the results of follow-up studies of graduates are used to improve programs?

G-18.4 employer evaluations of graduates are considered part of the program improvement process?